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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: WHO WE ARE (Maths – Agenda)** | | | | | **X Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **HANDLING DATA:**  Identifies outcomes in order of likelihood: will happen, might happen, won´t happen.  **SHAPE & SPACE:** Sorts 3-D shapes (cube).  **PATTERNS & FUNCTION:** Identifies patterns and describes them (sounds)  **NUMBER:** Estimates quantities up to 20.  Counts up to 20 with 1-1 correspondence.  Identifies numbers up to 20. | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 9 (**Oct 19-22/10**) | | | **Time:**  20 min in each station, 3 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. Give out the route to each child according tohis/her agenda. | | | | | | | | | | | |
| **Main Activity:**  **Station 1: HANDLING DATA (Probability with a teacher)**. Materials: big paper chart used last week, markers, pictures   |  |  |  | | --- | --- | --- | | Will happen | Might happen | Won´t happen | |  |  |  |   Assign three places in the classroom: one for will happen, another for might happen, and another for won’t happen (label them and make them clear to identify). The teacher will say a statement, and the children must go to the proper place according to what they think is its probability of happening. They must justify their answer according to their prior experience, when teacher asks. (Try to ask everyone at different moments). (20´)  **Probability Statements:**  *After November comes December. Everybody at school is a teacher.*  *Tonight I will become a wolf. We will sleep this week at school.*  *I will visit grandma this weekend. We will have fruit at 9 a.m.*  *One more than 25 is 28. At school we play outside when it is raining.*  *It will snow in Cali tomorrow. It will rain sweets.*  *I will have my hair cut. I will go by bus today.*  *After Wednesday comes Saturday. We will participate in our classroom Assembly.*  *On summer we will fly to the moon in a spaceship. My parents will come see our Christmas Show*!  Afterwards, ask the children to observe some pictures and paste them in the right place.  **Station 2: SHAPE & SPACE (Cube - independent).** Materials: Cube template, markers or crayons, plasticine.  The children will have the cardboard cubes, they have to draw or decorate each face from the cube with markers, making emphasis in the corners and when they finish this assignment they will try to make the cube with plastiline by observing one of the wooden model from the classroom.  **Station 3: PATTERNS (Sounds- independent).** Materials: instruments.  Model a 3 sounds pattern and have them repeat it. Then have children take turns to model their own patterns and ask the rest of the children to repeat each one.  **Station 4: NUMBER (Estimation and counting- with a teacher).** Materials: three jars with a different quantity of same objects from 1 to 20, Maths books, pencil case.  NOTE: THIS STATION IS FOR THE CLASSES THAT ARE MISSING THE ESTIMATION ACTIVITY.  Ask the children to estimate how many they think there might be in each jar and then count the elements in each jar to get the real amount. The children must record their answers in their notebook, taking into account the record chart\* below. Make sure that you hear them counting in English following the proper sequence and giving each element a number. If a child skips a number make him count again, count with him aloud, make pairs of children to work and count together. Make this estimation and count activity a fun learning experience!  Once the child counts properly, ask them: “In which jar there is more?/less?”   |  |  |  | | --- | --- | --- | | C:\Users\Coordinacion\Desktop\Carson Dellosa Images\Carson Dellosa Celebrations & Back to School\trophy_b.wmf Jar | **Estimation**/  Guess | **Counting**/  Real | | **A** |  |  | | **B** |  |  | | **C** |  |  |   **Station 5: NUMBER (Identify 1-20, independent).** Materials: Maths book, pencil  As the children already put numbers in order and pasted them in their notebooks during the week before recess week, now have them write the same numbers in order and draw according to each quantity. | | | | | | | | | | | |
| **Tier 1 number:** Choose 5 numbers between 10 and 20 to draw the corresponding quantity | | | | | | | | | | | |
| **Tier 2 number:** These chn must draw quantities between 11 and 15. | | | | | | | | | | | |
| **Tier 3 number:** These chn must draw quantities between 5 and 10. | | | | | | | | | | | |